LEARNING DISORDERS

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ABSTRACT

Children are the future citizens and generation depends on the mental health and strength of our children. Learning disability is a term used to describe a range of learning and thinking differences that can affect the way the brain takes in, uses, stores, and sends out information. Learning disability, an educational problem forms an important cause of failure in school in otherwise capable children. Some of the symptoms of learning disorders are reversing letters, words, difficulties recognizing patterns or sorting items by size or shape, difficulty understanding and following instructions or staying organized, difficulty remembering what was just said or what was just read, lacking coordination when moving around, understanding the concept of time.

Key Words: *Learning disorder, mental health, Learning disorder.*

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INTRODUCTION

Learning disability is a term used to describe a range of learning and thinking differences that can affect the way the brain takes in, uses, stores, and sends out information. Some children have specific learning disabilities (also known as LDs), such as reading or math disabilities. Others may have conditions that affect learning like attention-deficit/hyperactivity disorder (ADHD) or hearing loss. Many children with learning differences and difficulties can have more than one learning disability or condition that affects learning.

Children Are The Future Citizens And Generation Depends on the Mental Health and Strength of Our Children. However, Many Children Have Mental Health Problems That Interfere with Normal Development and Functioning. (Agarwal K.N) Learning Disorders among students is a sensitive topic which every teacher must know. Many times teachers try to help students with this disorder but don't succeed. Researchers medical science is working on it to facilitate communication among professionals while encouraging more sensitive collaborative observation and formulation. A review of the arithmetical competencies by Geary, D. C. (2004) of the children Between 5% and 8% of school-age is provided, children have some form of memory or cognitive deficit that interferes with their ability to learn concepts or procedures in one or more mathematical domains.

The deficits are discussed in terms of three subtypes of mathematics learning disability and in terms of a more general framework for linking research in mathematical cognition to research in learning disabilities. The predictive validity (Massetti, Greta et al 2008) of symptom criteria for different subtypes of ADHD among children who were impaired in at least one setting in early childhood was examined. Academic achievement was assessed seven times over 8 years in 125 children who met symptom criteria for ADHD at 4-6 years of age and in 130 demographically-matched non-referred comparison children. When intelligence and other confounds were controlled, children who met modified criteria for the predominantly inattentive subtype of ADHD in wave 1 had lower reading, spelling, and mathematics scores over time than both comparison children and children who met modified criteria for the other subtypes of ADHD. In some analyses, children who met modified criteria for the combined type had somewhat lower mathematics scores than comparison children. The robust academic deficits relative to intelligence in the inattentive group in this age range suggest either that inattention results in academic underachievement or that some children in the inattentive group have learning disabilities that cause secondary symptoms of inattention. Unexpectedly, wave 1 internalizing (anxiety and depression) symptoms independently predicted deficits in academic achievement controlling ADHD, intelligence, and other predictors.

Learning disability, an educational problem forms an important cause of failure in school in otherwise capable children. The inability to read and to comprehend is a major obstacle learning, which may have long-term educational, social, and economic consequences. [Sharma S K, 2014]

Specific learning disabilities is a genetic term that refers to a heterogeneous group of neurobehavioral disorders manifested by significant to unexpected, specific, and persistent difficulties in the acquisition and use of efficient reading (dyslexia), writing (dysgraphia) or mathematical (dyscalculia) abilities despite conventional instruction, intact senses, normal intelligence, proper motivation and adequate socio-cultural opportunity. In 1886, Morgan described a 14-yearold boy who was bright and intelligent, but had great difficulty to read, and termed this syndrome as "Congenital word blindness". However, it was not until 1962 that Kirk first used the term "Learning disabilities". [American Academy of pediatrics, 2009]

Nonverbal learning Mammarella, I. C., & Cornoldi, C. (2020) disability is a neurodevelopmental disorder with a core deficit in visuospatial processing with possibly associated problems in attention, motor, academic, and social skills, but without associated neurologic or genetic syndromes. The present chapter, after a brief historic overview of this disorder, will present fresh evidence that clearly shows neuropsychologic and neuroanatomical distinctions between children with nonverbal learning disability and those with other neurodevelopmental disorders. It ends with an attempt to find shared and valid diagnostic criteria. Acknowledging this disorder as a distinct diagnostic category will open up new research avenues with important scientific and clinical implications.

What causes learning disorders?

Things that might play roles in learning disorders include:

- **Family history and genes.** Having a blood relative, such as a parent, with a learning disorder raises the risk of a child having a disorder.
- **Risks before birth and shortly after.** Learning disorders have been linked with poor growth in the uterus and exposure to alcohol or drugs before being born. Learning disorders also have been tied to being born too early and having very low weight at birth.
- **Emotional trauma.** This could involve a deeply stressful experience or emotional abuse. If either happens in early childhood, it may affect how the brain develops and raise the risk of learning disorders.

- **Physical trauma.** Head injuries or nervous system illnesses might play a role in the development of learning disorders.
- **Poisonous substances.** Exposure to high levels of toxins, such as lead, has been linked to a larger risk of learning disorders.

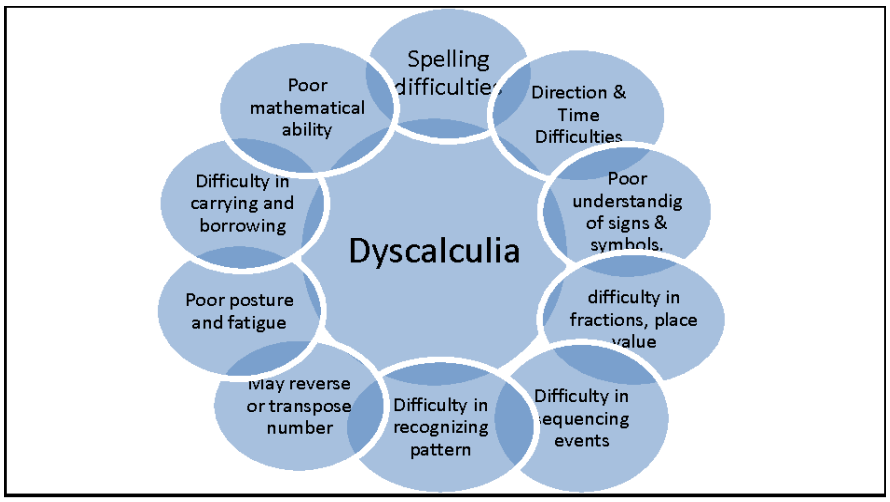
SYMPTOMS OF LEARNING DISORDERS

Some of the symptoms of learning disorders are: Difficulty telling right from left

- Reversing letters, words, or numbers, after first or second grade
- Difficulties recognizing patterns or sorting items by size or shape
- Difficulty understanding and following instructions or staying organized
- Difficulty remembering what was just said or what was just read
- Lacking coordination when moving around
- Difficulty doing tasks with the hands, like writing, cutting, or drawing
- Difficulty understanding the concept of time

TYPES OF LEARNING DISABILITIES

1. **Dyslexia**
   Dyslexic children and adults struggle to read fluently, spell words correctly and learn a second language, among other challenges. But these difficulties have no connection to their overall intelligence.
2. **Dysgraphia**
   It is defined as a difficulty or inability to clearly and correctly communicate through written language. Such a condition effects thinking and motor skills, leading a student a student to struggle to put their through into words on paper. (https://www.ncbi.nlm.nih.gov/books/NBK559301/)
3. **Dyscalculia**
   Dyscalculia is a condition that makes it hard to do math and tasks that involve math. There are different terms for dyscalculia. Mathematics learning disability is one.



4. **Auditory processing disorder**
   People with APD may have difficulty processing sounds because their brain misinterprets auditory information received by the ear.
5. **Language processing disorder**
   Language Processing Disorder (LPD) is a learning disability that manifests itself in written and oral deficits regarding language comprehension. LPD can lead to issues with transferring information to the temporal lobe, morphing input into clear mental images, and understanding input**.** Nonverbal learning disabilities
   Nonverbal learning disability is a neurodevelopmental condition that is characterized by difficulties with visual-spatial processing, executive functioning, mathematical concepts, fine motor skills, and social skills. **(Margolis AE et al 2020**
6. **Visual perceptual/visual motor deficit**
   Visual perceptual disorders are often presented as a disparate group of neurological deficits with little consideration given to the wide range of visual symptoms found in psychiatric and neurodevelopmental disease. **(Dominic H ffytche et al)**

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